

SUMBER MATERI DAN INSPIRASI



- Puji syukur dan terimakasih kepada semua pihak yang telah membantu sehingga materi ini dapat disiapkan dengan baik. Sumber materi dan inspirasi tayangan berikut adalah:
 - AUN-QA , Guide to AUN-QA Assessment at Programme Level V.3, 2015
 - AUN-QA, Workshop Accomplishing Programme Assessment, April 2016
 - Materi Pengembangan SAR: Jonson Ong, Dr. Titi Savitri
 - Pengalaman pribadi dalam penerapan penjaminan mutu di Universitas Gadjah Mada
 - Hasil Diskusi dengan kolega Assesor Asean University Network (AUN)

Semoga semua yang telah kita lakukan bermanfaat bagi generasi mendatang khususnya pada peningkatan mutu pendidikan di Republik Indonesia

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STAGE OF DEVELOPMENT

MATURE EFFORT

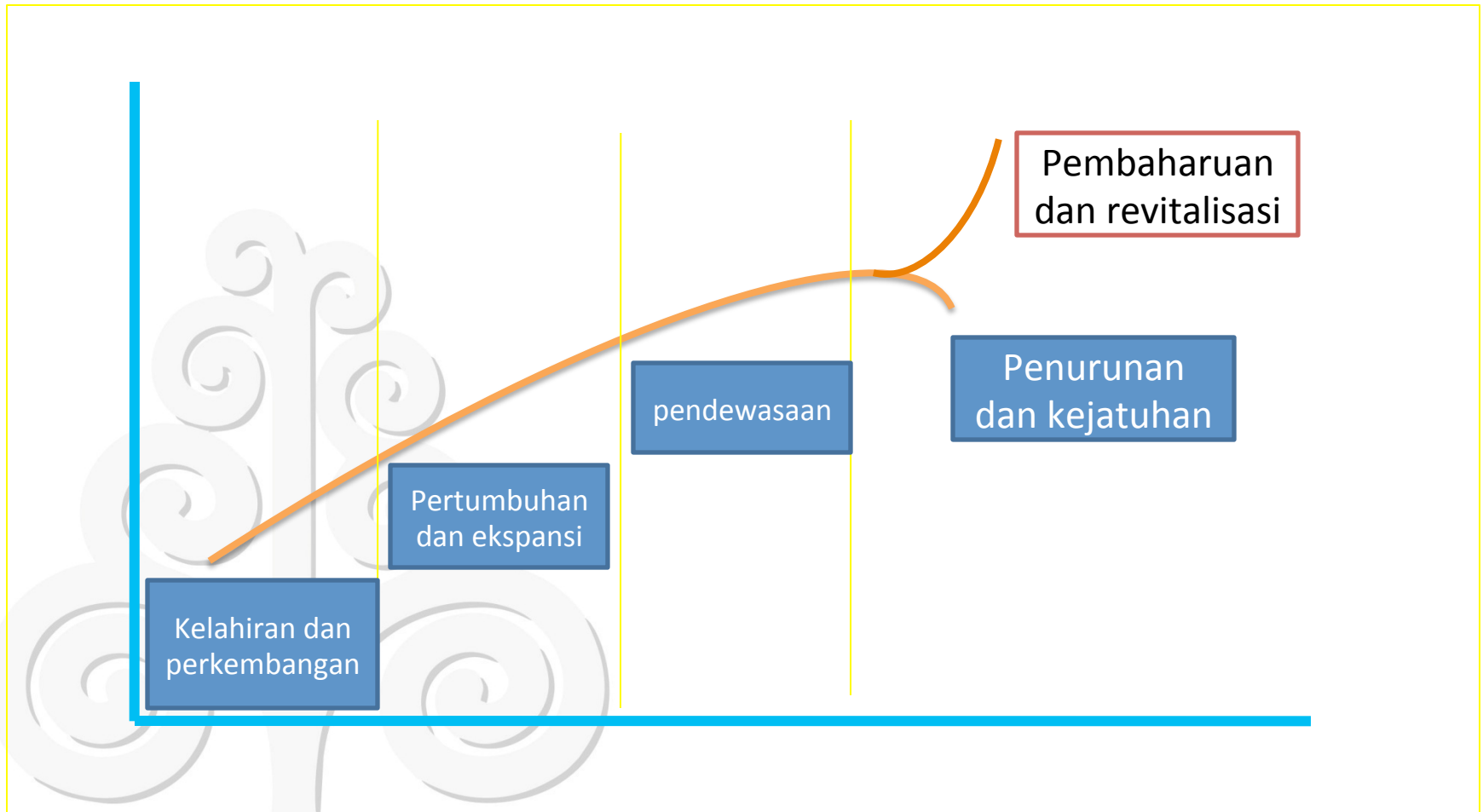
ORGANIZED EFFORT

INFORMAL EFFORT

NO EFFORT



FASE FASE PERKEMBANGAN INSTITUSI

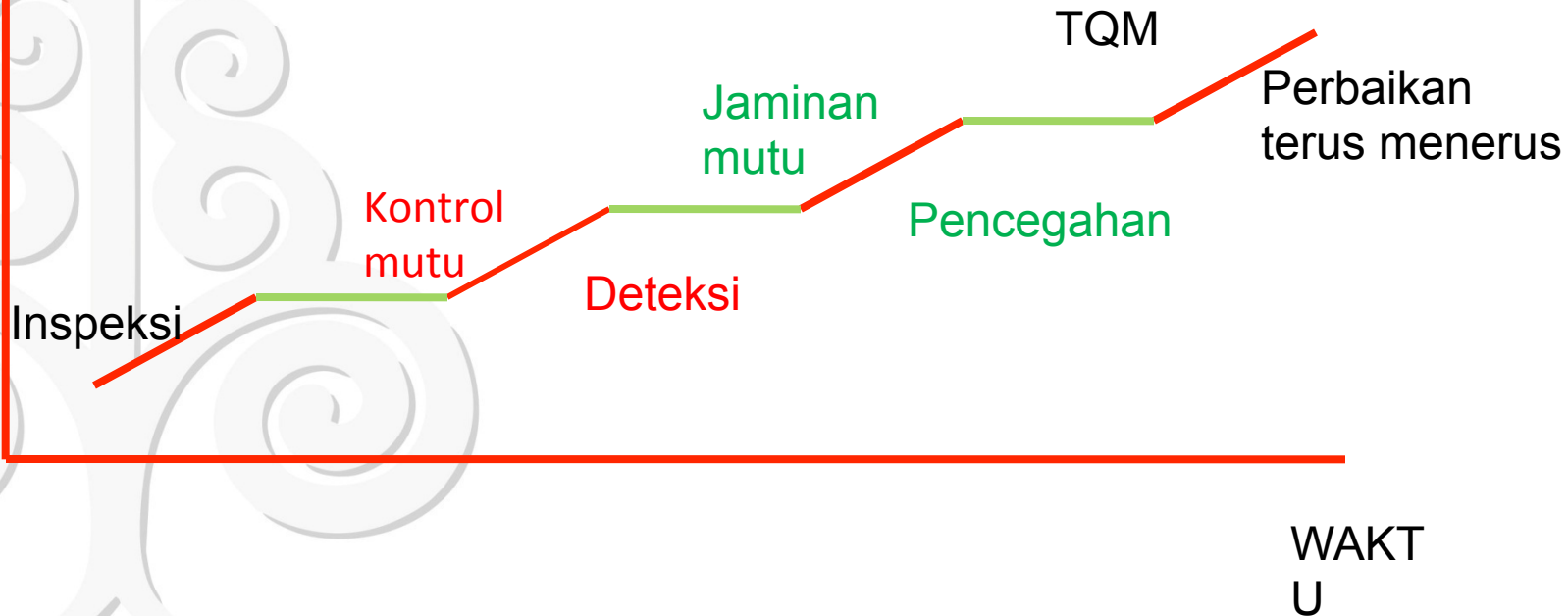




Hirarki Konsep Mutu

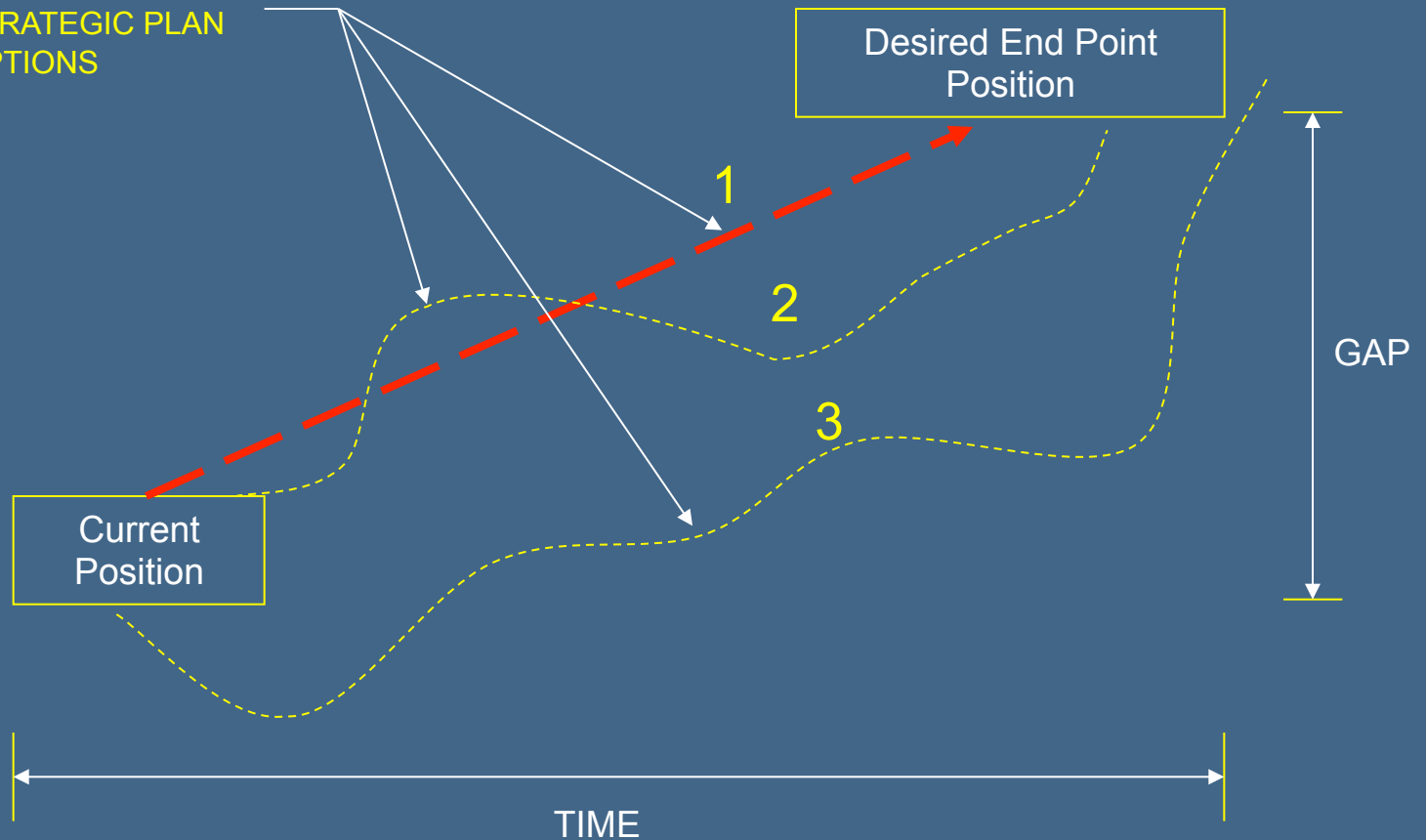
(Sumber: E. Sallis dengan modifikasi)

Kualitas
Pelayanan



STRATEGIC PLAN(S) QUALITY ASSURANCE

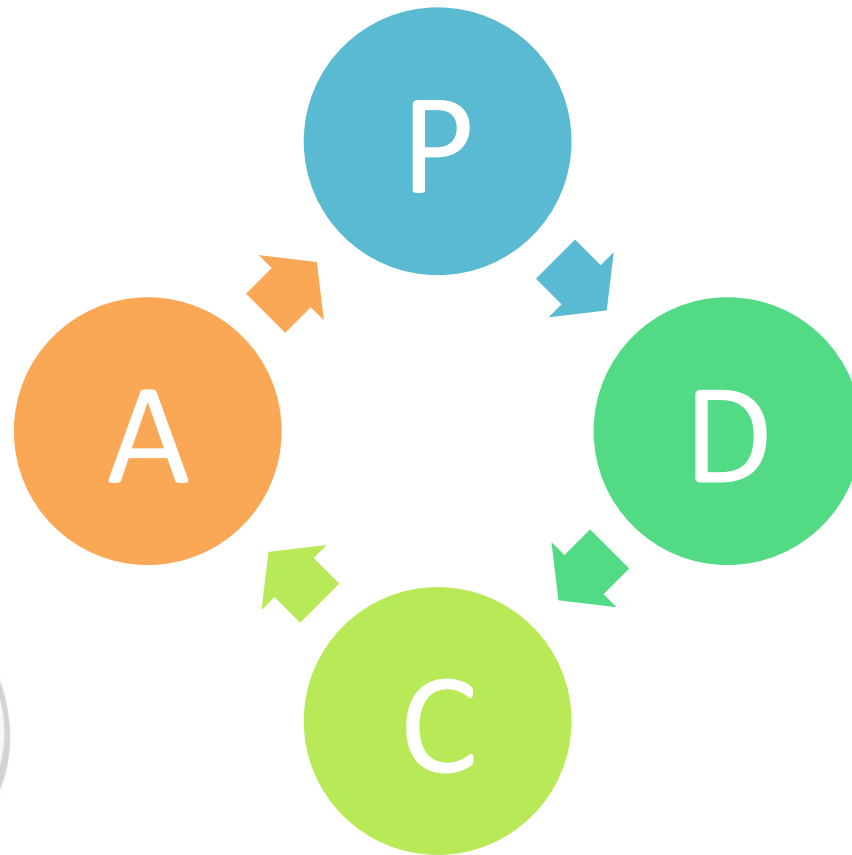
PATHS WHICH
REPRESENT THE
STRATEGIC PLAN
OPTIONS





PDCA APPROACH

Plan
Do
Check
Act



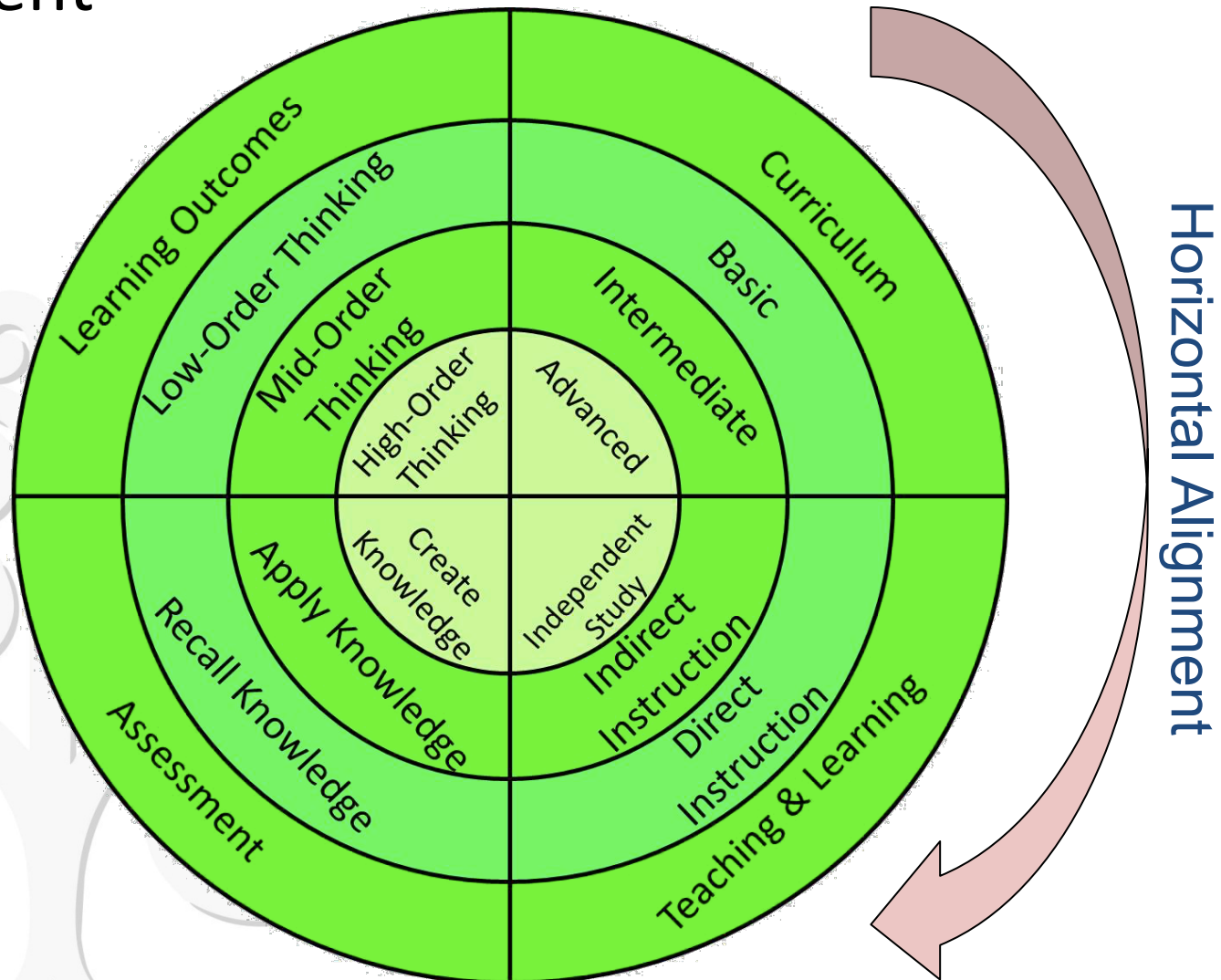


Kementerian Riset, Teknologi, dan Pendidikan Tinggi





Principle of Programme Structure & Content



©Living Better



Meaning of Scoring Scale

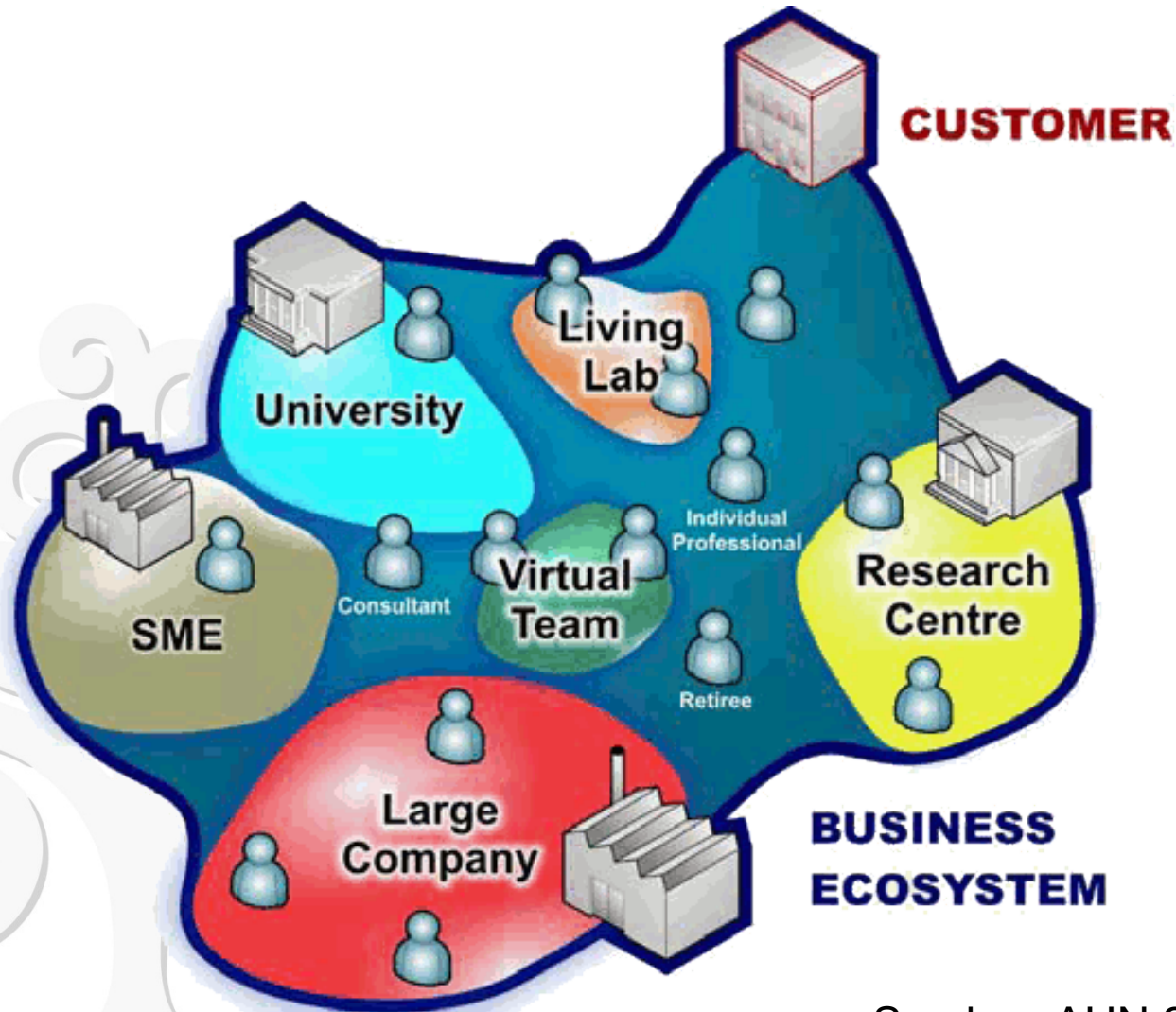
Rating	Description
1	Absolutely Inadequate The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.
2	Inadequate and Improvement is Necessary The QA practice to fulfil the criterion is still at its planning stage or is inadequate where improvement is necessary. There is little document or evidence available. Performance of the QA practice shows little or poor results.
3	Inadequate but Minor Improvement Will Make It Adequate The QA practice to fulfil the criterion is defined and implemented but minor improvement is needed to fully meet them. Documents are available but no clear evidence to support that they have been fully used. Performance of the QA practice shows inconsistent or some results.



Meaning of Scoring Scale

4	Adequate as Expected The QA practice to fulfil the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected.
5	Better Than Adequate The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented. Performance of the QA practice shows good results and positive improvement trend.
6	Example of Best Practices The QA practice to fulfil the criterion is considered to be example of best practices in the field. Evidences support that it has been effectively implemented. Performance of QA practice shows very good results and positive improvement trend.
7	Excellent (Example of World-class or Leading Practices) The QA practice to fulfil the criterion is considered to be excellent or example of world-class practices in the field. Evidences support that it has been innovatively implemented. Performance of the QA practice shows excellent results and outstanding improvement trends.

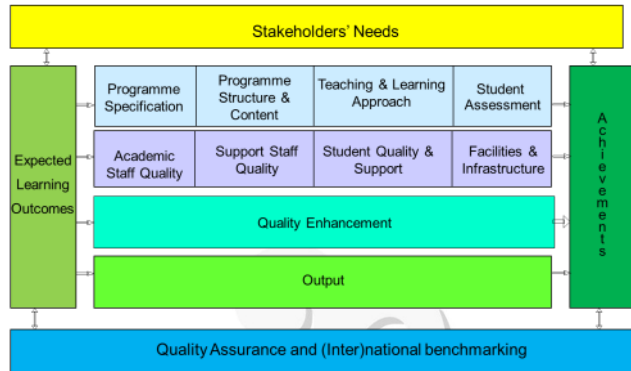
The Education Ecosystem



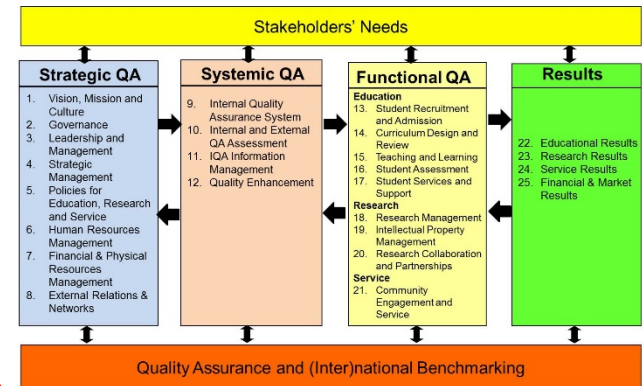
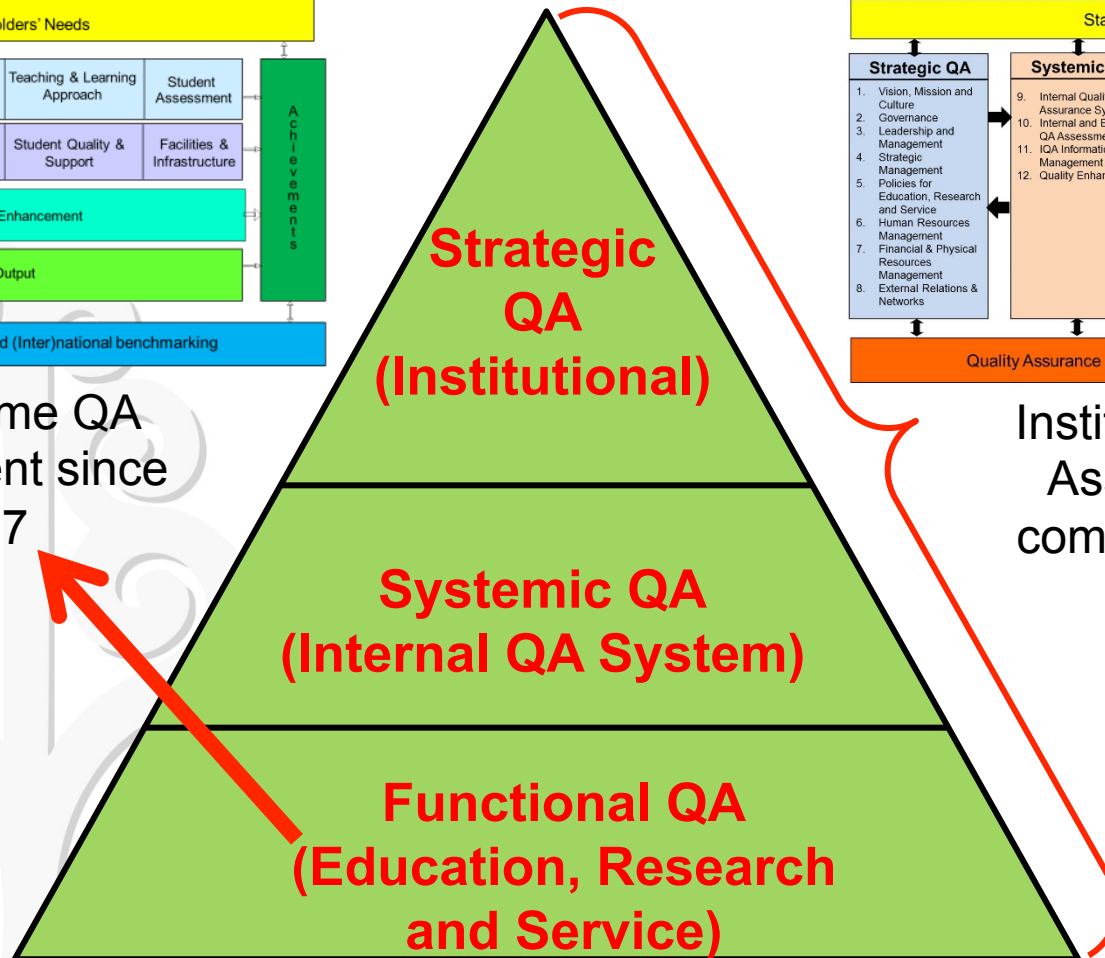
Sumber: AUN 2016



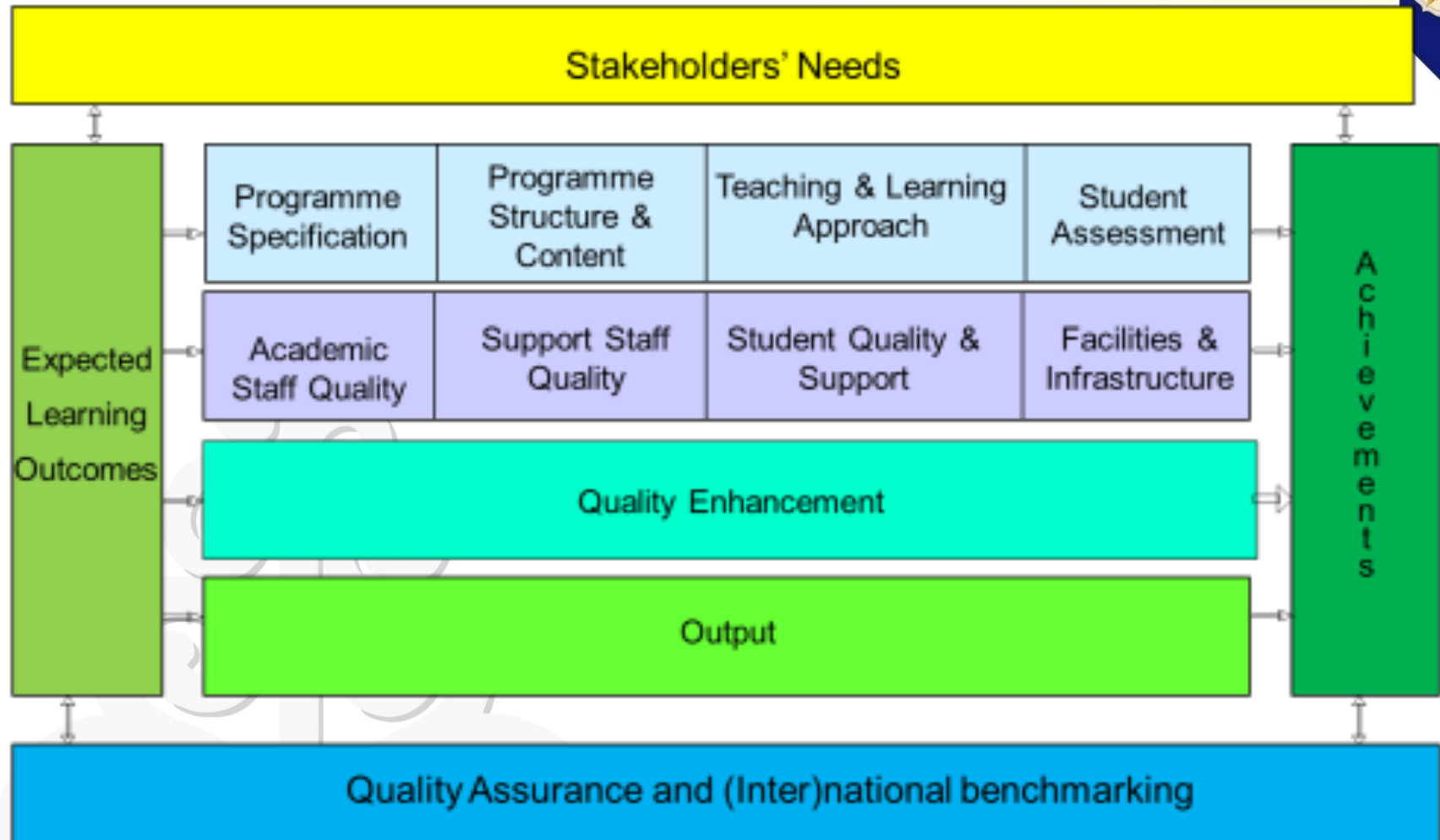
AUN-QA Framework



Programme QA
Assessment since
2007



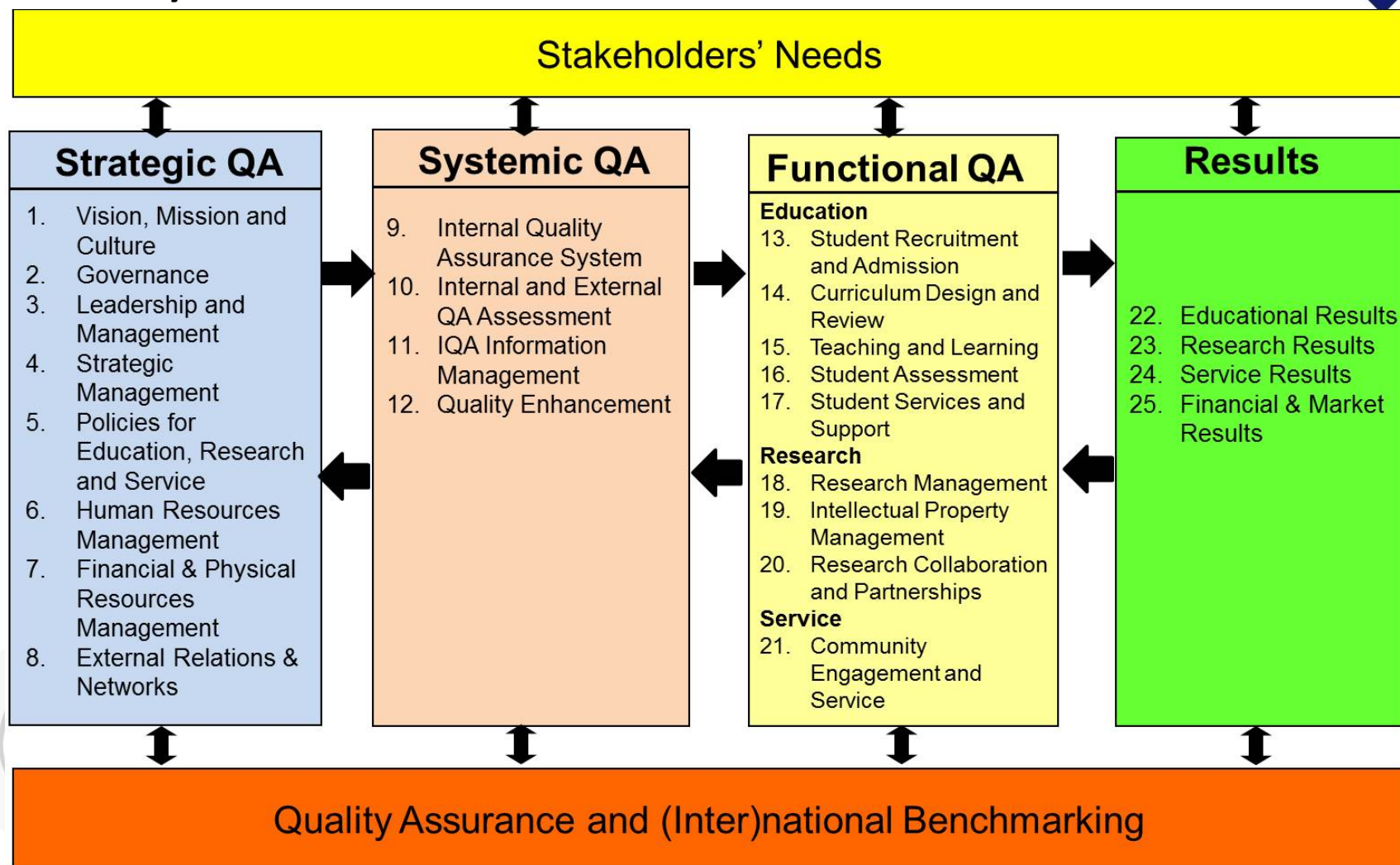
Institutional QA
Assessment
commencing in
2017



Sumber: AUN 2016



AUN-QA at Institutional Level (2nd Version)



Sumber: AUN 2016



INDONESIA

1. TRIDHARMA
2. SNPT
3. UNIVERSITY VALUES



- **UU NO 12 TAHUN 2012**



SPM Dikti

Standar Pendidikan Tinggi (Standar Dikti)

Standar Dikti

Berdasarkan
Permendikbud
No. 49 Tahun
2014

SN Dikti

Ditetapkan
Mendikbud
atas usul BSNP

Standar Dikti

Ditetapkan
perguruan
tinggi

Standar Nasional Pendidikan

Standar Kompetensi Lulusan

Standar Isi Pbelajaran

Standar Proses Pembelajaran

Standar Penilaian Pembelajaran

Standar Dosen dan Tenaga Kependidikan

Standar Sarana dan Prasarana Pbelajaran

Standar Pengelolaan Pembelajaran

Standar Pembiayaan Pembelajaran

Standar Nasional Penelitian

Standar Hasil Penelitian

Standar Isi Penelitian

Standar Proses Penelitian

Standar Penilaian Penelitian

Standar Peneliti

Standar Sarpras Penelitian

Standar Pengelolaan Penelitian

Standar Pendanaan & Pembiayaan Penelitian

Standar Nasional PKM

Standar Hasil PKM

Standar Isi PKM

Standar Proses PKM

Standar Proses PKM

Standar Penilaian PKM

Standar Pelaksana PKM

Standar Sarpras PKM

Standar Pengelolaan PKM

Standar Pendanaan & Pembiayaan PKM

Standar Bidang Akademik

Standar....

Standar

Dst

Standar Bidang Non-Akademik

Standar....

Standar

Dst

Standar Dikti
(Melampaui SN Dikti)

SN Dikti
(Standar Minimal)

Ditetapkan
Perguruan
Tinggi

Ditetapkan
Mendikbud



ASSESSMENT

- **OBJECTIVES OF INTERVIEW**

1. Gather information and evidences
2. Clarify SAR and practices
3. Give interviewees to opportunity to present the full picture

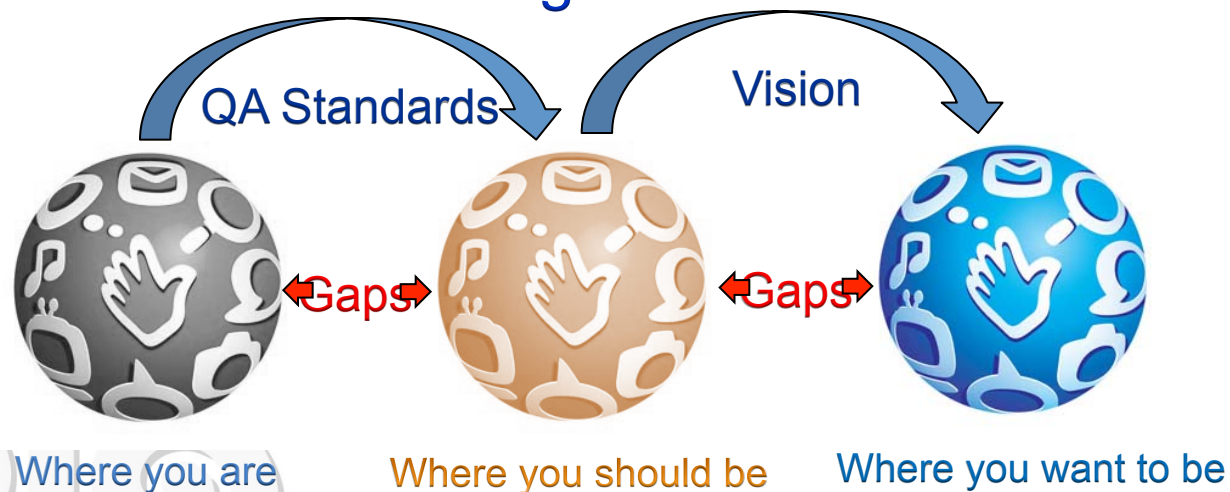


PENDEKATAN DALAM PENINGKATAN KUALITAS



Self-Assessment (Gaps Analysis)

How to get there?



Ref: T1 AUN-QA at Programme Level



PENETAPAN CAPAIAN PEMBELAJARAN Learning Outcomes



Total Quality Management (TQM)



- TQM adalah keinginan bersama untuk mengerjakan sesuatu **dengan baik sejak awal.**
- Total menunjukkan **adanya keterlibatan segenap sivitas akademika**
- Setiap orang adalah manajer bagi pekerjaan yang menjadi tanggung jawabnya
- Nama dalam implementasi TQM bisa berbeda-beda



- Pendekatan mutu terpadu dalam peningkatan mutu berkelanjutan memerlukan pemahaman yang sama bahwa
 - TQM bukan beban
 - TQM bukan Inspeksi



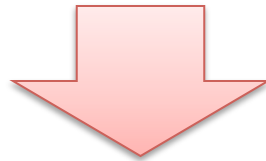
- TQM biasanya digunakan untuk mendiskripsikan 2 gagasan yang tampak berbeda tapi saling mendukung

1. Filosofi perbaikan terus menerus
2. Alat alat atau teknik untuk peningkatan mutu (FGD *brainstorming* dsb.)

Memberikan staf untuk inovatif dalam mengusahakan mutu



- TQM skala besar tapi dalam implementasi justru skala kecil (namun disegala aspek)

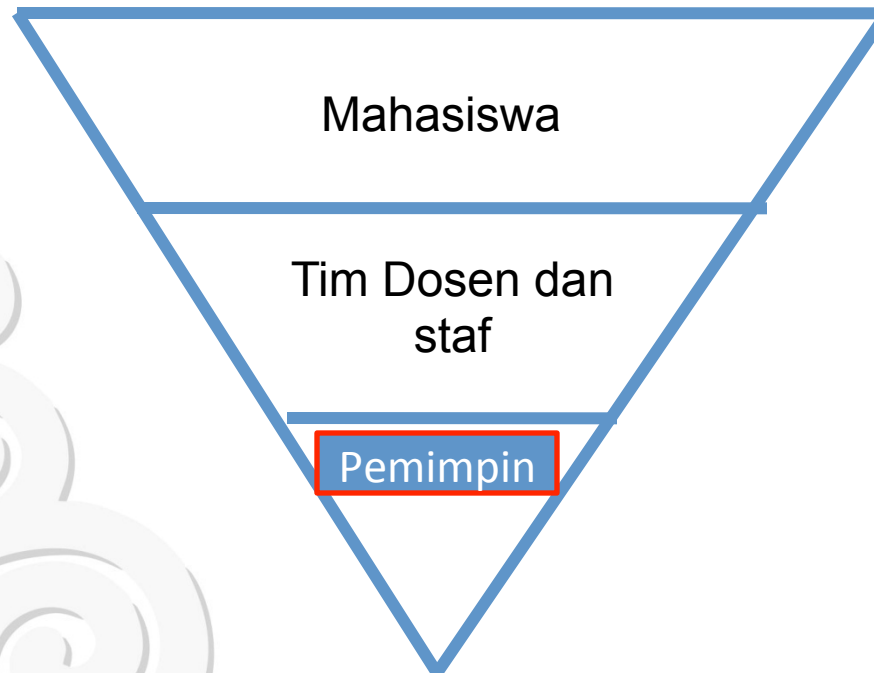


- Proyek besar dipisah dalam banyak kegiatan kecil

Hirarki yang mengutamakan pelayanan dalam TQM



Pemimpin ,manajemen senior memberi dukungan dan wewenang





INDIVIDUAL INTELIGENT

(dahulu)

VS

COLLECTIVE INTELIGENT

(sekarang dan selama-lamanya)



- Dalam *Total Quality Management* maka peran kepemimpinan sangat menentukan disamping harus ada Integrasi sistem mutu, yaitu sistem yang berkembang terus untuk menjadi lebih baik.



CRITICAL MASS and CRITICAL GEOMETRI

- TEORI CRITICAL MASS
- PRAKTEK DALAM PENDIDIKAN
- PRAKTEK DALAM PENINGKATAN MUTU



- HAL-HAL YANG PERLU MENDAPAT PERHATIAN DALAM PENGEMBANGAN TQM ANTARA LAIN

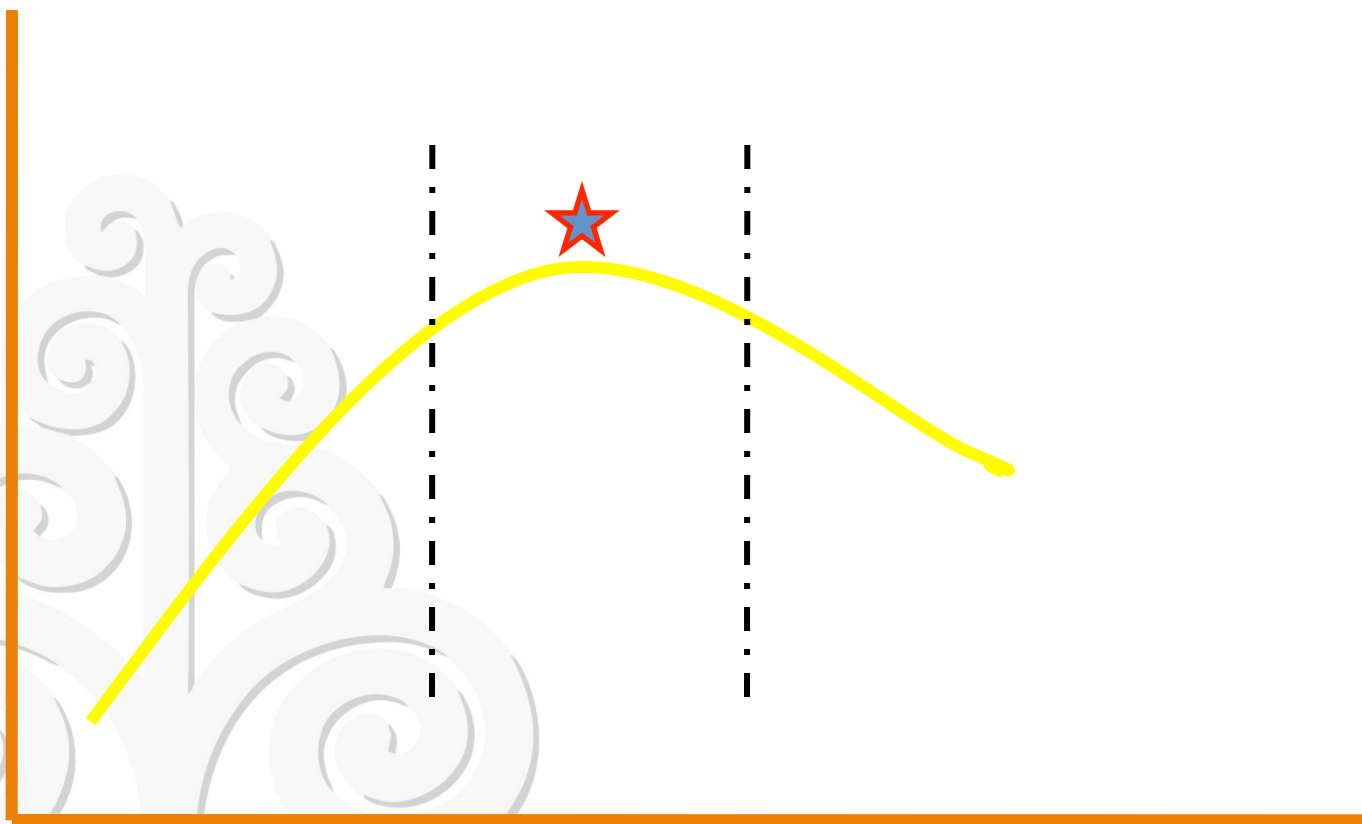
1. STRATEGI PENENTUAN PERSONAL
2. RENCANA OPERASIONAL YANG RASIONAL
3. TAHAPAN WAKTU YANG TEPAT/DIHARAPKAN



- Penerapan Total Quality Manajemen mungkin saja dengan nama yang berbeda, namun pada inti yang sama yaitu **perbaikan secara terus menerus di segala aspek**.
- Beberapa contoh penerapan TQM dilakukan dengan sangat baik seperti yang disampaikan bapak bapak mutu (Deming, Juran dan Crosby).

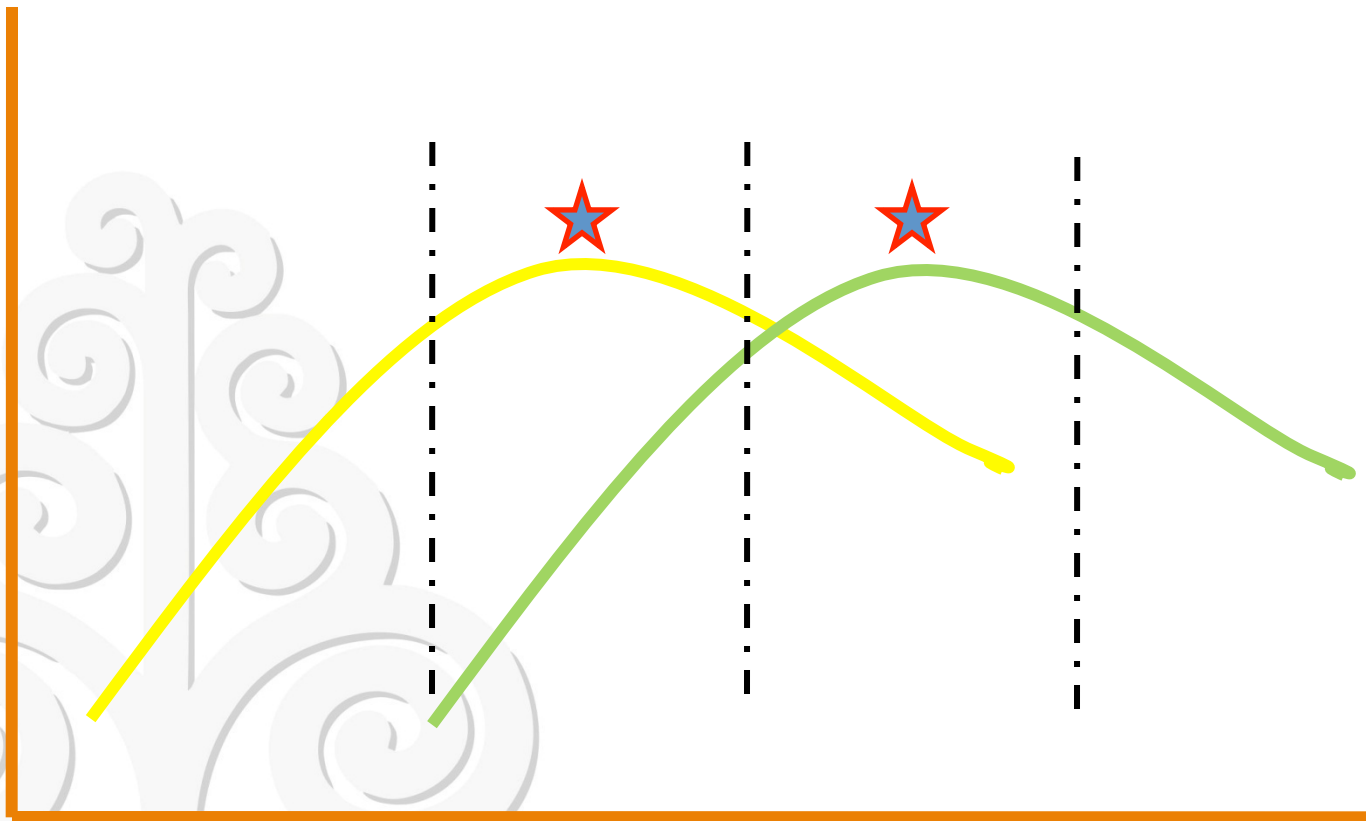


INOVASI PELAYANAN/PRODUK (1)





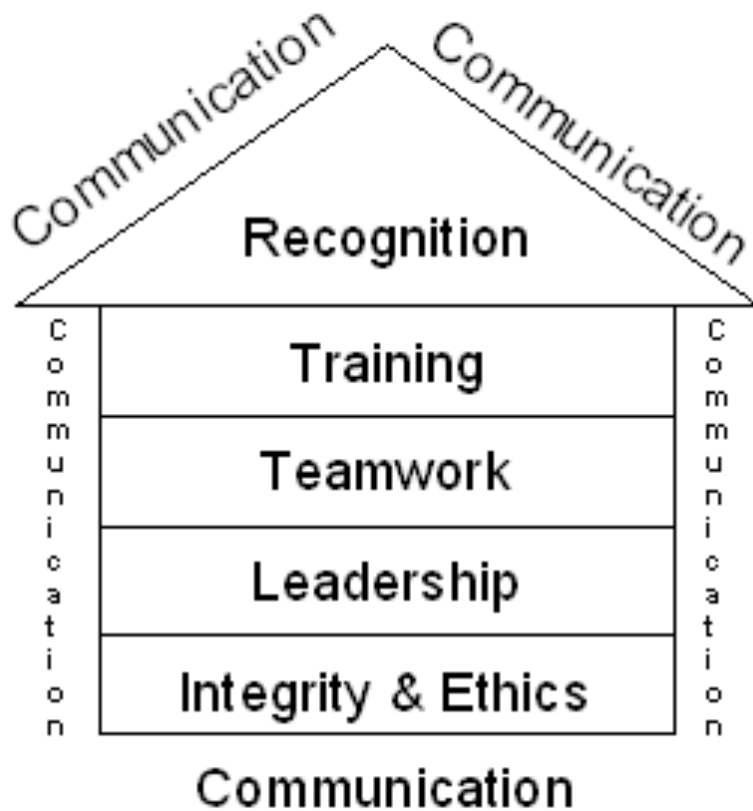
INOVASI PELAYANAN/PRODUK (2)





INOVASI PELAYANAN/PRODUK (3)





RUMAH TQM

These elements can be divided into four groups according to their function.

The groups are:

I. Foundation – It includes: Ethics, Integrity and Trust.

II. Building Bricks – It includes: Training, Teamwork and Leadership.

III. Binding Mortar – It includes: Communication.

IV. Roof – It includes: Recognition.

Sumber <http://www.isixsigma.com>



UNIVERSITAS GADJAH MADA



GinÖng Prati Dino
Terima Kasih